

# Childminder report

<b>Inspection date</b>	24 April 2019
Previous inspection date	22 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder has a good understanding of her role. She uses her policies, procedures and risk assessments to effectively support children's health, safety and well-being.
- Children make good progress in the childminder's care. She has a secure understanding of children's starting points and is confident in her knowledge to help ensure children receive timely intervention if they need additional support in their care and learning.
- The childminder has a warm and caring manner and children respond to her well. She demonstrates good teaching and interaction skills that help children engage and be motivated to play and learn.
- The childminder is supportive of how children acquire speech and communication skills. She encourages children's use of language during their play. At times, however, she misses ways to extend this fully to promote older children's interest in literacy as children talk about popular books and watch films depicting their favourite characters.
- Children behave extremely well. They show respect to each other and are very accepting of each other's differences.
- Partnerships with parents are well established. Parents are positive about the care their children receive. Parents state that the childminder is reliable and provides a well-resourced learning environment. They add that they receive good feedback about their children's achievements.
- While the childminder ensures an effective two-way system of communication, she acknowledges that even more can be achieved by offering parents ideas to extend learning at home, to promote consistency for children's care and development.
- Partnerships with other professionals sharing the care of children attending are extremely well established. These partnerships make a significant impact on the outcomes for children with special educational needs and/or disabilities.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- enhance further the opportunities to support the partnerships between home and setting, to extend the outcomes and consistency for children's learning
- build on the ways children benefit from their developing interest in literacy.

### Inspection activities

- The inspector observed the childminder interacting with children outdoors and indoors.
- The inspector spoke with the childminder about her aims for activities and how she plans for children's learning.
- The inspector sampled the childminder's documentation and children's records.
- The inspector spoke with children and parents and read parental feedback provided at the inspection.
- The inspector spoke with the childminder about how she works with parents and others involved with the children attending, and how she evaluates the quality of her provision.

**Inspector**  
Aileen Finan

## Inspection findings

### Effectiveness of leadership and management is good

The childminder uses her skills, knowledge and previous experience to offer children an interesting, challenging and exciting learning environment. She is very keen to maintain her skills and, for example, updates training on a regular basis. She explains that training to support her awareness of how children are inquisitive learners helped to embed what she already knows. She adds that training opportunities provide vital support networks to share practice and ideas with others. The childminder regularly reflects on her provision of care. She values the views of parents, children and other professionals. She has a clear plan for future improvement, which includes utilising more opportunities for outdoor learning experiences and sensory play to enhance further outcomes for children. Safeguarding is effective. The childminder has a secure understanding of all aspects of safeguarding matters. She knows how to protect children in her care.

### Quality of teaching, learning and assessment is good

The childminder makes regular, focused observations of children's achievements. She has a very clear understanding of children's progress and plans well for their next steps in learning. This progress is shared in a timely way with parents, who are encouraged to share their contributions of children's achievements from home. The childminder is confident in how she interacts with children. She encourages children's independent learning and problem-solving skills. For instance, as children play with different vehicles they identify one as a 'red racing car with black wheels' and differentiate between fast and slow as they work out that the 'tractor will go slow and the car faster'.

### Personal development, behaviour and welfare are good

The childminder offers a broad range of learning opportunities indoors and outdoors. She also provides a range of outings to support children's awareness of the wider world. Children enjoy visits in the village, particularly during times when building work is taking place, and gain insight to the roles people play in the community, such as the post office and fire service, during arranged outings. The childminder is extremely supportive of how children are accepting about their differences. Children with more complex mobility needs happily play alongside others using specifically designed toy cars. They confidently negotiate ramps and obstacle courses set up by the childminder as their more able-bodied friends run alongside them. The childminder is encouraging of children's healthy lifestyles. From an early age, she supports children's awareness of good handwashing routines and healthy eating, as well as regular outdoor experiences.

### Outcomes for children are good

Children have fun and thoroughly enjoy their time with the childminder. Younger children develop their awareness of role play and imaginary experiences through their play with dolls or toy animals. Children work collaboratively together, for example when building a train track and fitting engines and trucks. They acknowledge their teamwork by saying 'we did it together'. Children show understanding of each other's feelings. They share, take turns and use polite language when speaking together. Children show readiness for the next stages of their learning.

## Setting details

<b>Unique reference number</b>	EY399781
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10102894
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	22 October 2015

The childminder registered in 2009 and lives near Winchester, Hampshire. She operates Monday to Thursday from 7.30am to 6pm for most weeks of the year. The childminder holds a recognised childcare qualification.

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